DOCUMENT RESUME

ED 178 112 JC 790 495

AUTHOR Mitchell, Grace N.
TITLE The New Majority: The Educational Needs of Present and Future Women Students of the California Community Colleges.
INSTITUTION California Community and Junior Coll. Association, Sacramento.
PUB DATE 26 Apr 79
NOTE 22p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; *Educational Needs; Employment Patterns; Enrollment Trends; *Females; Hearings; *Junior Colleges; Sex Discrimination; Sex Fairness; Statewide Planning; *Student Needs; *Student Personnel Services; *Womens Education
IDENTIFIERS *California; Reentry Women

ABSTRACT

In March, 1979, the Commission on Women of the California Community and Junior College Association held two hearings to determine the needs of present and potential women students in the California community colleges. Of the more than 125 individuals in attendance, 48 presented approximately ten hours of testimony. Throughout the hearings there was a clear call for such special services as child care; adequate financial aids; instructional offerings which develop marketable and academic skills as needed, and strong support services including career counseling, emotional support groups, resource information and referral, transitional programs, and assistance in job placement. Problems of sex bias and stereotyping were shown to prevent women from entering training programs for male-dominated and better paying jobs. The Commission strongly recommended that the colleges provide services to meet the expressed needs of this group that in 1978 accounted for 53.1% of the total community college enrollment. Numerous facts about women also emerged from the hearings, including information about increasing numbers of families headed by women, average earnings of females as opposed to males, the increasing proportion of women in the work force, and their lack of educational and job skills. Additionally, the characteristics of and needs specific to re-entry women students and young adult women were determined. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED178112

THE NEW MAJORITY:

The Educational Needs of Present and Future Women Students of the California Community Colleges

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Grace N. Mitchell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 790 495

A Report by the Commission on Women of the California Community and Junior College Association

IN FALL 1978, approximately

--630,000 women students attended California's Community Colleges.
--380,000 of these students worked.
--250,000 of these students were responsible for their own support or for the support of dependent children.

FOR SURVIVAL, THEY NEED adequate

--Child care
--Financial assistance
and
--Educational and support services for economic independence.

Table of Contents

	Page
Introduction	1
Summary and Recommendations	2
Facts About Women and the Community College	5
Identified Characteristics and Needs	7
Needs of Women Students in California Community Colleges	11
Hearing Agendas	13

Report Prepared by
Grace N. Mitchell
Chairperson
Commission on Women

April 26, 1979

INTRODUCTION

In the fall of 1978, the Commission on Women of the California Community and Junior College Association undertook the planning of hearings for the purpose of determining the needs of present and potential women students of the California Community Colleges. The Commission's concern centered on both the re-entering and the young adult woman presently enrolled at the community college and the steadily increasing number of community women who will look to the community college to fulfill their educational needs.

The Commission planned two hearings, one each in northern and southern California and invited the participation of experts, staff and students representing college and community groups which serve women. From the information gathered, the Commission planned a report which would be sent to groups involved in decisions affecting the services provided these students.

Two hearings were held: one on March 21, 1979 at Los Angeles Valley College and one on March 27, 1979 at the Los Rios Community College District in Sacramento, California. More than 125 individuals attended the hearings. Testimony was presented by 48 persons. Trustees, staff and students from colleges throughout the state participated, along with community leaders, and representatives from the legislature, the California Commission for the Status of Women, the California Postsecondary Commission, the Sacramento Metropolitan Chamber of Commerce, and the office of the Mayor of Los Angeles.

This report summarizes approximately ten hours of testimony by persons who expressed their concerns about the community colleges: young adults; returning women, especially displaced homemakers; minority women; handicapped women; and senior adults.

SUMMARY AND RECOMMENDATIONS

Although persons representing a wide variety of organizations, colleges, and roles testified at the hearings, the information they presented was very similar and brought a sharp focus to the characteristics and needs of the community college woman student.

SUMMARY

Women are now a majority, the new majority, in California Community Colleges. Throughout the hearings there was a clear call for such special services as child care, adequate financial aids, instructional offerings which develop marketable job skills and academic skills as needed; strong support services including career counseling, emotional support groups, resource information and referrals transitional programs, and assistance in job placement. Problems of sex bias and stereotyping prevent women from entering training programs for jobs in male-dominated and better paying jobs. Failure of community colleges to provide services which meet these needs means personal tragedy for many women, loss of potential in the work force, and a continued drain on health and welfare services.

RECOMMENDATIONS

1. CHILD CARE
   The Commission recommends that the budget of each community college district include adequate funding for child care for women students, day and evening, full and part-time.

   and that

   The California Community and Junior College Association monitor and/or sponsor legislation which will insure adequate state funding for that purpose.

The testimony at Commission hearings repeatedly stressed the need for child care as part of the financial difficulties faced by the present and prospective community college woman student. Child care is essential if we are to assist society in creating a group of persons educated and self-supporting as opposed to unskilled and dependent.

2. FINANCIAL ASSISTANCE
   The Commission recommends that the California Community and Junior College Association, through the Commission on Woman and its legislative advocacy program, work with legislators to inform them of the often inadequate and incompatible sources of financial assistance now available to the community college student, and to request their assistance in gathering information concerning financial aids, in coordinating such programs with other funding agencies and in developing corrective legislation as needed.

From testimony presented at the hearings, it became clear that women students are often victims of a vicious circle involving financial assistance: assistance from one agency will often be removed or cut back when a scholarship or other grant is obtained. It became clear that reform and/or broader guidelines are needed in the coordination of various sources of financial assistance.

3. EDUCATIONAL SERVICES
The Commission recommends that each community college district provide educational services to women as follows:

-- Courses and programs which provide students with marketable skills.

-- Courses and programs in basic skills, reading, language, mathematics, science.

-- Courses and programs scheduled and delivered in a manner which is flexible and adapted to the needs of the woman student.

4. SUPPORT SERVICES
The Commission recommends that each community college provide counseling services, free of sex bias and stereotyping, including:

-- Career information and counseling.

-- Support services such as group or individual personal counseling.

-- A women's center which provides counseling and referral services and serves as a focal point for the woman student.

-- Placement and assistance in job search.

Because of the special needs of the woman student, it is not sufficient to provide an educational program and access to it. In order to take advantage of education, these students must have support services. Only then, will the colleges be assisting women toward economic independence.

5. ADDITIONAL RECOMMENDATIONS

-- The Commission recommends that each college provide staff development programs for the purpose of assuring that staff is free from racial, cultural and sex bias and stereotyping.

-- The Commission recommends that each college establish or maintain a broadly representative Women's Advisory Committee to initiate and monitor programs for women.

-- The Commission recommends that each college develop, or continue to support, a staff position for the purpose of directing programs for women students.

FACTS ABOUT WOMEN
AND THE COMMUNITY COLLEGE

California Community Colleges

-- enrollment about 75% of the students in all public universities and colleges in the state.

-- are attended, at any given time, by 1 out of 10 Californians over age of 18.

-- Offer 60% of their courses in occupational education.

-- Enrolled more than 88% of the 1,000,000 freshmen and sophomore students enrolled in postsecondary institutions in Fall, 197?.

-- In Fall, 1978, women accounted for 53.1% of the total community college enrollment.

The passage of Proposition 13 resulted in

-- a decline of 13% in credit offerings by the community colleges.

-- a decline of 36% in non-credit offerings.

-- layoffs totaling nearly 10%.

-- an approximate 10% drop in total enrollments, in a year when the California Department of Finance had projected a 3% growth.

-- the elimination or reduction of many services and programs for women.

It was estimated last year that ten and a half million children live with divorced mothers..an increase of 83.4% between 1970 and 1977. Another million children were supported by a widow, another million lived with a single mother.

The U.S. Department of Labor says that in 1977 women who worked full time earned an average of 60¢ per dollar earned by their male counterparts.

Women's median earnings were $8,600 compared to $14,600 for men.

In California, median earnings for men were $14,406, those with college degrees $19,047. For women, the equivalent figures were $8,422 and $12,176.

The median income (in 1976) for families headed by women, $5,942, was only 1/3 of the median income of husband-wife families.

More than two-thirds of the women who are in the work force today, or trying to move into the work force, are responsible for their own support or for

the support of dependent children.

President Carter's Advisory Council on Women estimated last year that 26,000,000 American women, nearly one out of three, lack the basic educational and job skills necessary for survival in today's society.

Although women's participation rate in the job market has increased dramatically over the last 20 years, 1/2 of all working women are employed in just 22 of the 150 occupations listed by the Bureau of the Census; 1/4 are working in 3 or 4 occupations.

There is a larger pay difference between men and women today that there was 20 years ago.

The average woman college graduate today earns less than a male high school dropout.

Of the 40 million women in the work force, 40% are not dependent upon a husband or father for support.

In the weeks immediately following the passage of Proposition 13, the State Department of Employment Development reported that more than 70% of the persons laid off were women.

IDENTIFIED CHARACTERISTICS AND NEEDS

During two complete days of hearings, a profile of the woman community college student emerged. Although the hearings were divided into two topics, the re-entering woman and the young adult woman, the information presented tended to blur the lines between the two groups. In fact, many groups were described, including: seniors, displaced homemakers, the single parent, the Asian woman, the Chicana, the handicapped, the Black, the American Indian, the rural woman, the young unmarried woman, the low-income woman and the ex-offender. The profiles below are a compilation of the information gathered.

THE RE-ENTERING WOMAN STUDENT

"Each year", testified Assemblywoman Jean Moorehead of Sacramento, "thousands of women across the country make a life-altering and perhaps life-sustaining decision. Armed with little more than fragmented classroom memories, courage and a will to succeed, they decide to re-enter school. They come from a variety of educational, economic and cultural backgrounds; yet, the basic motivation underlying their decision is remarkably similar. They have been trapped in the cross currents of Twentieth Century life and Nineteenth Century standards. Without further education to free them from the trap, they may face financial or emotional anninhilation."

The re-entry woman is most simply defined as a person whose "straight line of education has been interrupted in one way or another', according to Pamela Faust, Executive Director of the California Commission on the Status of Women, "...it is also important for us to realize that we are talking about women... defined in terms of age...anywhere from 21 years on up. In other words, it is an extremely diverse group in terms of age and place in life cycles, and I think that this has tremendous implications for any educational system which is attempting to meet some of their needs."

Although this diversity is apparent among the numbers of groups described, it is also clear that certain characteristics emerge over and over again as common to all re-entry women.

The re-entering woman is likely to be one who is severely handicapped economically for a variety of reasons: divorce, separation, loss of husband, lack of sufficient total family income. She often has children to support and no marketable skills with which to seek employment.

For some women, then, the return to school is motivated by sheer financial necessity. Others, equally handicapped financially, may be returning to school because the single family income is no longer sufficient for survival. Still others return to seek improvement in skills to free them from "dead-end" careers. Finally, some return with a basic human need for fulfillment after years of dependence on a family unit which has either dissolved or grown apart.

This re-entering woman is often characterized by a "dramatic lack of self-confidence that women who have been away from an academic setting for a number of years evidence when they first approach the idea of re-entry..."

according to Allene Murdoch, director of the Project Reach and Crossroads in Sacramento. This characteristic, variously described as a "need for a positive self-image", "lack of confidence", "lack of self-esteem", was mentioned by nearly every presenter during the two days of testimony. In the words of Donna Barr, a re-entering student at Cosumnes River College in Sacramento, "Having finally decided to rejoin the academic world, after a year of "soul-searching" a whole new set of feelings invaded my otherwise confident self. I seriously began to doubt my own abilities. The thought of entering a classroom literally panicked me. I was convinced I would be the oldest student and stand out like a sore thumb. Furthermore, I began to believe my brain had ceased to function as it once had. I also wondered if the house would fall apart without my being there to hold it up."

Many returning women are persons who have never worked or who never thought they would have to depend on themselves for support. Because of their early socialization and later dependence on family or spouse, they are not future or goal oriented; they simply have never had to think about "what they will do when they grow up." Changes in their lives bring them back to the community college ill-prepared and confused.

Most of them are career oriented, but they lack the skills and information to make an educated choice regarding employment possibilities and the type of training needed for the job market. In addition, they lack (or feel they do) the skills needed for making decisions.

When they return to college, many women lack the basic skills necessary to college survival, i.e. mathematics, language, study. It can also be assumed that other who need to return to school are not doing so, because they believe (in many cases correctly), they have never achieved or have forgotten these skills,

According to Doris Richardson, EOPS Counselor at Los Angeles Valley College, minority women are more apt to be part of groups with economical, social or cultural problems. For example: black and Chicano women are more likely to be living without a husband, have more dependents, have a shorter life span, have a lower educational attainment and are more likely to be unemployed or underemployed.

The Asian and Asian-Pacific woman -- Phillipine, Japanese, Chinese, Vietnamese, Thai, Cambodian, Hawaiian, Samonan -- are likely to be part of a family where traditions is very strong and have not been taught to voice their opinions. They will certainly have a greater disadvantage attempting to survive in unfamiliar, foreign setting where some assertiveness is necessary for success, indeed for survival.

Cultural differences were cited as basic problems for the Chicana seeking an education, with the close family ties primary among them; the lack of role models and bi-lingual, bi-cultural counselors who can ease the transition for her leaves her a "foreigner" on the average college campus.

A lack of transportation characterizes two groups of women mentioned during the testimony: the senior citizen and the rural woman (in some cases the American Indian). Ms. Willie Coleman, Counselor and Coordinator of Women's Programs at Yuba College, points out that "...it is important to dispel one particular myth in terms of returning women in rural areas.. that because California is an agricultural state there are large numbers of agricultural programs focusing on the farming communities which will indeed take care of the needs of women too. This is, in fact, not true."

In addition to transportation problems, the senior women often find themselves faced not only with a fixed income and financial difficulties, "but are experiencing stress, lowering self-esteem, loss of independence, isolation and physical and psychological difficulties," according to Victoria K. Burney, Acting Director of the Women's Programs at Palomar College.

The special problems of both the younger and older ex-offender were described by Pam Vacanti, Job Developer, 7th Step Foundation, Inc. This woman, who has been "Pushed, Poked, Prodded, Printed, Pictured and IMPRISONED", has hopefully decided that "her Freedom is worth more than her resentments" and has come to grips with "reality and developed her inner self" during her incarceration. She must then, on re-entering the world "develop the ability to take care of herself and become self supporting. Research has shown that women returning to the community who find a meaningful and lasting occupation has an infinitely better chance of success. THE EX-OFFENDER NEEDS TO SUCCEED."

In spite of all the problems working against them, re-entry women often represent the "top of the academic ladder". They are typically highly motivated and very responsible in their studies. Faculty members enjoy working with them because they are often the most receptive and responsive learners. Thus, the addition of a women's re-entry program on a campus becomes a very effective way of attracting outstanding academic students to the community college population.

THE YOUNG ADULT WOMAN

Although the profile of the young adult woman is often identical to the re-entering woman described above, certain characteristics do stand out as unique to them as a group.

The young woman entering the community college will more likely be vague about career and life goals, not even sure there is any need to have goals. Because of this undefined orientation, she will often not have the advantage of the re-entering woman's strong motivation and direction.

Although some gains have apparently been made in the area of educating young women in non-traditional areas such as computer science, science and mathematics, "a second major issue...is sex stereotyping in the precollegiate years," according to Dr. Kenneth O'Brien of the California Postsecondary

Commission. The young adult woman comes to the community college generally less prepared both psychologically and academically to enter traditionally male-dominated fields.

The Executive Director of Planned Parenthood Association of Sacramento, Carolyn Tull, points out what might be two unique and interrelated problems typical of the young adult woman served by her organization. These problems were the most common seen in a group of approximately 5,000 young people ages 17-19 served by Planned Parenthood in 1978. "Most often the problems we see women grappling with...relate to the issues of sexuality and their identity, and certainly those are interrelated." Their concerns center around understanding themselves, trying to establish who they are and where they are headed, while at the same time dealing with the establishment of relationships with the opposite sex. The pressures which they feel from their peers are often stronger than their own self-images and result in confusion and depression.

Although there may be no quantitative differences between the financial needs of the re-entering and the young woman, a qualitative difference will often exist. She is most often left with very small children to care for and/or support, and will have the need for special kinds of financial assistance.

According to Louise Dean of Los Angeles Valley College, "married women work approximately 25 years or more of their lives in full time employment. If they do not marry, they will work an average or 45 years." In spite of these statistics, the staff of Planned Parenthood report seeing many young women "who are seeing mariage as their primary goal and purpose...many times as their only viable alternative...who may be going on to community college primarily to find a husband but not feeling comfortable with the idea of pursuing a career or seeing that as any real option for them over time."

NEEDS OF WOMEN STUDENTS IN CALIFORNIA COMMUNITY COLLEGES

Although a number of community colleges have programs designed to serve women students, a 1978 survey by CCJCA's Commission on Women indicated both quantitative and qualitative differences. In many instances, important services were either inadequate or non-existent. Since the passage of Proposition 13, this situation has markedly deteriorated. Two days of testimony from faculty, students, administrators, trustees, and community leaders has reinforced the Commission's belief that community colleges must become not only active but consistent in providing appropriate assistance to women students--the "new majority."

Needs of women students, spelled out in some ten hours of highly articulate and often moving testimony, were as follows:

Child Care

This was the most frequently mentioned, most critical, and most unmet need. Without adequate child care facilities on campus, many women cannot attend college. Child Development Centers are either closing or their existence is severely threatened by lack of funds.

Financial Aid

While considerable financial aid from federal, state, and local sources is available, it does not necessarily help women students who need it most, especially displaced homemakers and those already on subsistence allowances such as welfare and food stamps. The former are often unable to qualify based on last year's joint IRS returns; at times the latter are required to subtract financial aid from the college from other subsidies, making it impossible for them to maintain their families and attend school. To compound the problem, women who must attend part-time are generally ineligible for most financial aid from the colleges.

Marketable Skills

Many women returning to school need to develop marketable skills as quickly as possible in programs which reflect the real needs of the community. Often they are discouraged, subtly or otherwise, from entering training programs which lead to male-dominated but better paying jobs. Their deficiencies in science and mathematics combined with "math anxiety" can serve as further deterrents unless assistance is available.

Educational Assistance

Some women need courses to improve or at least refresh their basic skills in reading, writing, and mathematics. Other instructional needs include special transitional courses including techniques for college survival. Short courses, flexible scheduling, open-entry/open-exit classes, and off-campus offerings

were all mentioned as facilitating re-entry into education. Classes in physical education, financial management, supervisory skills, problems of minority women, communications skills, and sexuality were also considered important.

Support Services

For many women, academic survival and progress depends on the availability of such special assistance as career counseling, without sex bias or stereotyping. Those with culturally diverse backgrounds (Chicanos, Asians, Blacks, etc.) need assistance in dealing with their special backgrounds and problems. Opportunities are needed through individual or group counseling or personal development courses to deal with problems of self-image, identity, and goals clarification. The availability of a women's center or re-entry center often makes the difference between educational and emotional survival or non-survival; these centers not only provide counseling and referral services but serve as a transitional haven and a focal point for women's activities.

Other important needs include tutoring services, peer counseling, assistance in locating jobs, financial and legal counseling, and (especially in rural colleges) the availability of good public transportation.

Other Needs

Women in the community need more information about opportunities available to them, especially programs designed for them and courses which lead to career opportunities.

Women students need a bias-free education in colleges committed to the elimination of sex bias and stereotyping. Attitudes of all staff -- administrative, certificated, and classified -- must reflect this commitment.

CALIFORNIA COMMUNITY AND JUNIOR COLLEGE ASSOCIATION

COMMISSION ON WOMEN

LOS ANGELES VALLEY COLLEGE

March 21, 1979

AGENDA

8:45 - 9:05 Registration and Coffee

9:05 - 9:15 Welcome and Introductions - Dr. Alice Thurston, President
Los Angeles Valley College

9:15 - 9:30 Dr. John McCuen, Vice-Chancellor, LACCD

9:30 - 10:30 Panel Presentations

Pat Lienhard
Dean of Support Services
Glendale College

Wallace Albertson, President
LACCD Board of Trustees

Cora Robinson, Director
Women's Career Development Program
L.A. YWCA

Elizabeth Vance, Director
Women's Programs
Santa Monica City College

Lois Hamer
Project Manager
LA Valley College

10:30 - 11:30 Individual Testimonies

11:30 - 12:00 Questions, Discussions

12:00 - 1:00 No host lunch

1:00 - 2:00 Panel Presentations

Evelyn Cucchiarella
Counselor
LA Valley College

Maria Sheehan
Counselor/Director Handicapped Program
Saddleback College

Doris Meyer
Administrative Assistant
Mayor Bradley's Office

Doris Richardson
EOPS Counselor
LA Valley College

Kathleen Klein
Counselor
Santa Ana College

2:00 - 2:45 Individual Testimonies

2:45 - 3:00 Discussion - Closing

CALIFORNIA COMMUNITY AND JUNIOR COLLEGE ASSOCIATION

COMMISSION ON WOMEN

LOS ANGELES VALLEY COLLEGE

March 21, 1979

Individual Testimonies

10:30 a.m.	Synthia Saltoun	S-He Center	L.A. Valley
10:35	Marian Maddox, English Instructor	Women's Center	South West Comm. College
10:40	Mary Taschner, Chairman	Women's P.E.	East L.A. College
10:45	Pam Beck	Program Specialist	Maude Booth Family Center
10:50	Dr. C.W. Stine	President	Antelope Valley College
10:55	Dr. C.W. Stine	President	Antelope Valley College
11:00	Patricia Cook, Director	Career Guidance Center	Cerritos Community College
11:05	Patricia Cook, Director	Career Guidance Center	Cerritos Community College
11:10	Erlinda Scroggins	Student Service Specialist	El Camino College
11:15	Bonnie Hahn, Counselor	Women's Program	Oxnard College
11:20	Susan Gramm-Perry	Women's Program Student	Moorpark College
11:25	Ann Peralta, Former Coordinator	Women's Program	Santa Ana College
2:00 p.m.	Suzanne Sekula, Tutor	Learning Resource Ctr.	Santa Monica College
2:05	Carol Rookstool		L.A. Valley College
2:10	Altha Williams, Dean	Administrative Services	San Diego City College
2:15			
2:20	Paula Snowden, Supervisor	Career Center	Compton Community College
2:25	Louise Dean		L.A. Valley College
2:30	Pam Beck	Program Specialist	Maude Booth Family Center

PROGRAM

REGIONAL HEARINGS
COMMISSION ON WOMEN
CALIFORNIA COMMUNITY AND JUNIOR COLLEGE ASSOCIATION
March 27, 1979

Moderator: Grace N. Mitchell, Chairperson
Commission on Women

Morning Session

9:00	Introduction	Dr. Lloyd Messersmith, Executive Director CCJCA
	Opening Remarks	Dr. Earl Klapstein, Chancellor Los Rios Community College District
9:15 - 10:15	Panel: The Re-Entering Woman Student and the Community College	

Assemblywoman Jean Moorhead, 5th Assembly District, Sacramento
John Kehoe, Executive Vice-President, Sacramento Metropolitan Chamber of Commerce
Dr. Leroy Mims, Dean of Student Services, Contra Costa College, Richmond, CA.
Ms. Pamela Faust, Executive Director, California Commission on the Status of Women

10:15-10:30	Coffee Break
10:30-11:30	Individual Presentations of Testimony
11:30-12:00	Audience Comments
12:00-1:00	Free for lunch

Afternoon Session

1:00-2:00	Panel: The Young Adult Woman Student and the Community College

State Senator Diane E. Watson, 30th District, Los Angeles
Dr. Kenneth B. O'Brien, Associate Director, California Postsecondary Education Commission
Connie Papousek, Area Dean, Business, Communications, Environmental Design and Automotive Technology, Cosumnes River College

2:00-2:45	Individual Presentations of Testimony
2:45-3:00	Audience Comments

LOS RIOS COMMUNITY COLLEGE DISTRICT
1919 Spanos Court - Sacramento, CA 95825
Telephone: (916) 922-7841

CCJCA
COMMISSION ON WOMEN
HEARINGS
Sacramento - March 27, 1979

SCHEDULE OF PRESENTATIONS

Morning

Time	Presenter: Name and Title	Organization: Name and Address
10:40	Allene Murdoch Project Director Project Reach and Crossroads	Cosumnes River College 8401 Center Parkway Sacramento, CA 95823
10:55	Bonnie Ford Coordinator, Women's Center	Sacramento City College 3835 Freeport Boulevard Sacramento, CA 95822
11:00	Willie Coleman Counselor, Coordinator Women's Programs	Yuba College 2088 North Beale Road Marysville, CA 95901
11:10	Virginia Law Coordinator Re-Entry Program	West Valley College 14000 Fruitvale Avenue Saratoga, CA 95070
11:20	Pam Vacanti Job Developer	7th Step Foundation 1812 J Street #14 Sacramento, CA 95816
11:25	Sue Avila	Job Resource Center, Sacramento Community Commission for Women 2015 J Street Sacramento, CA 95816
11:30	Lynn Moock Coordinator Continuing Education for Women	Merced College 3600 M Street Merced, CA 95340
11:35	B. J. Saip Peer Advisor, Student	Santa Rosa Junior College 1501 Mendocino Avenue Santa Rosa, CA 95401
11:40	Donna Barr Student	Cosumnes River College 8401 Center Parkway Sacramento, CA 95823
11:45	Kit Mahoney Project Director	"Putting Myself First" 2114 24th Street, #3 Sacramento, CA 95818

Afternoon

Time	Presenter: Name and Title	Organization: Name and Address
2:20	Ms. Carolyn Tull Executive Director	Planned Parenthood Association of Sacramento 1507 - 21st Street Sacramento, CA
2:37	Nancy Farquhar Re-Entry Specialist	Butte College Route 1, Box 183A Oroville, CA 95965
2:45	Fran Rosen Coordinator Youth Employment Services	Sacramento City Unified School District 418 "P" Street Sacramento, CA 95814
2:58	Dolores Delgado Campbell	Arco Iris
3:10	Jane Weidman Coordinator Women's Re-Entry Program	Canada College 4200 Farm Hill Boulevard Redwood City, CA 94061

COMMISSION ON WOMEN

CALIFORNIA COMMUNITY AND JUNIOR COLLEGE ASSOCIATION

Chairperson
Grace N. Mitchell
Assistant Dean
Humanities/Social Science Area
Cosumnes River College

Dr. Richard L. Moore
Superintendent & Vice President
Santa Monica College

Sue Payne
Counselor
Sacramento City College

Dr. Richard Sneed
Assistant Superintendent &
Vice President,
Academic Affairs
Santa Ana College

Dr. Alice J. Thurston
President
Los Angeles Valley College

Linda Moore
Instructor
Moorpark College

Marilee Morgan
President
Board of Trustees
Rio Hondo Community College District

Rosa Perez
Assistant Dean of Students
City College of San Francisco

Geri Spears
Tutorial Program Coordinator
Contra Costa College

Margi Turner
Student
Cabrillo College

UNIVERSITY OF CALIFORNIA
ERIC® CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36

DEC 14